

## Lyon College Practicum Evaluation – Observation 3

*Adapted from Charlotte Danielson’s Framework for Teaching*

Name:	School:	Date:			
Mentor Teacher:	Grade:	Subject:			
Lyon Supervisor:					
<b>DOMAIN 1: PLANNING AND PREPARATION</b>					
<b>Component 1a:</b> <b>Demonstrating Knowledge of Content and Pedagogy</b>	<b>Below Basic</b>  requires growth and practice in this area  <b>0 pts.</b>	<b>Basic</b>  needs assistance in this area  <b>1 pt.</b>	<b>Above Basic</b>  needs only modest assistance  <b>1.5 pts.</b>	<b>Approaching Proficiency</b>  performing at level appropriate to practicum  <b>2 pts.</b>	<b>Total Points</b>
	Displays knowledge of content and the structure of the discipline.				
	Displays knowledge of prerequisite relationships among topics and concepts.				
	Displays knowledge of content-related pedagogy.				
<b>Component 1b:</b> <b>Demonstrating Knowledge of Students</b>	<b>Below Basic</b>  requires growth and practice in this area  <b>0 pts.</b>	<b>Basic</b>  needs assistance in this area  <b>1 pt.</b>	<b>Above Basic</b>  needs only modest assistance  <b>1.5 pts.</b>	<b>Approaching Proficiency</b>  Performing at level appropriate to practicum  <b>2 pts.</b>	<b>Total Points</b>
	Displays knowledge of child and adolescent development.				
	Displays knowledge of how students learn.				
	Displays understanding of the importance of knowing students’ skills, knowledge, and language proficiency.				
	Displays knowledge of students’ interests and cultural heritage.				
	Displays knowledge of students’ special needs.				

<b>Component 1c: Setting Instructional Outcomes</b>	<b>Below Basic</b>  requires growth and practice in this area  <b>0 pts.</b>	<b>Basic</b>  needs assistance in this area  <b>1 pt.</b>	<b>Above Basic</b>  needs only modest assistance  <b>1.5 pts.</b>	<b>Approaching Proficiency</b>  Performing at level appropriate to practicum  <b>2 pts.</b>	
	Outcomes represent appropriate expectations, rigor, alignment, and sequence.				
	Outcomes are clearly written in terms of student learning and are measurable.				
	Outcomes reflect different types of learning.				
	Outcomes are suitable for diverse learners.				
<b>Component 1d: Demonstrating Knowledge of Resources</b>	<b>Below Basic</b>  requires growth and practice in this area  <b>0 pts.</b>	<b>Basic</b>  needs assistance in this area  <b>1 pt.</b>	<b>Above Basic</b>  needs only modest assistance  <b>1.5 pts.</b>	<b>Approaching Proficiency</b>  Performing at level appropriate to practicum  <b>2 pts.</b>	
	Displays awareness of resources available in the school or district and some knowledge of those available through external sources.				
	Displays awareness of resources that may enhance content and pedagogical knowledge.				
	Displays awareness of resources for students.				
<b>Component 1e: Designing Coherent Instruction</b>	<b>Below Basic</b>  requires growth and practice in this area  <b>0 pts.</b>	<b>Basic</b>  needs assistance in this area  <b>1 pt.</b>	<b>Above Basic</b>  needs only modest assistance  <b>1.5 pts.</b>	<b>Approaching Proficiency</b>  Performing at level appropriate to practicum  <b>2 pts.</b>	
	Learning activities are appropriate to students and support learning outcomes.				
	Materials to be used are appropriate to students and support learning outcomes.				
	Grouping is appropriate to students' needs and supports learning outcomes.				
	Lesson is coherent and well organized and pacing is appropriate.				

<b>Component 1f: Designing Student Assessments</b>	<b>Below Basic</b>  requires growth and practice in this area  <b>0 pts.</b>	<b>Basic</b>  needs assistance in this area  <b>1 pt.</b>	<b>Above Basic</b>  needs only modest assistance  <b>1.5 pts.</b>	<b>Approaching Proficiency</b>  Performing at level appropriate to practicum  <b>2 pts.</b>	<b>Total Points</b>
Assessment strategy is aligned with learning outcomes.					
Assessment criteria and standards are clear.					
Assessment strategy includes formative evaluation methods.					
Considers how assessment results may be used to plan for future lessons.					
<b>DOMAIN 2: THE CLASSROOM ENVIRONMENT (During Teaching)</b>					
<b>Component 2a: Creating an Environment of Respect and Rapport</b>	<b>Below Basic</b>  requires growth and practice in this area  <b>0 pts.</b>	<b>Basic</b>  needs assistance in this area  <b>1 pt.</b>	<b>Above Basic</b>  needs only modest assistance  <b>1.5 pts.</b>	<b>Approaching Proficiency</b>  performing at level appropriate to practicum  <b>2 pts.</b>	<b>Total Points</b>
Teacher-student interactions are mutually friendly and respectful and are appropriate to the age and cultures of the students.					
Student interactions with each other are generally polite and mutually respectful.					
<b>Component 2b: Establishing a Culture for Learning</b>	<b>Below Basic</b>  requires growth and practice in this area  <b>0 pts.</b>	<b>Basic</b>  needs assistance in this area  <b>1 pt.</b>	<b>Above Basic</b>  needs only modest assistance  <b>1.5 pts.</b>	<b>Approaching Proficiency</b>  performing at level appropriate to practicum  <b>2 pts.</b>	<b>Total Points</b>
Displays enthusiasm for content and students recognize its value.					
Displays high expectations for students through instructional outcomes, activities, assignments, and classroom interactions.					
Students accept teacher’s high expectations and take pride in their work.					

<b>Component 2c: Managing Classroom Procedures</b>	<b>Below Basic</b>  requires growth and practice in this area  <b>0 pts.</b>	<b>Basic</b>  needs assistance in this area  <b>1 pt.</b>	<b>Above Basic</b>  needs only modest assistance  <b>1.5 pts.</b>	<b>Approaching Proficiency</b>  performing at level appropriate to practicum  <b>2 pts.</b>	<b>Total Points</b>		
	Instructional groups are well organized and productive with minimal supervision.						
	Transitions are smooth with minimal loss of instructional time.						
	Utilizes resources with minimal loss of instructional time.						
	Manages non-instructional duties efficiently.						
<b>Component 2d: Managing Student Behavior</b>	<b>Below Basic</b>  requires growth and practice in this area  <b>0 pts.</b>	<b>Basic</b>  needs assistance in this area  <b>1 pt.</b>	<b>Above Basic</b>  needs only modest assistance  <b>1.5 pts.</b>	<b>Approaching Proficiency</b>  performing at level appropriate to practicum  <b>2 pts.</b>	<b>Total Points</b>		
	Standards of conduct are clear to all students.						
	Is alert and responsive to student behavior at all times.						
	Teacher response to misbehavior is appropriate to students and respects the dignity of students, or student behavior is generally appropriate.						
<b>DOMAIN 3: INSTRUCTION</b>							
<b>Component 3a: Communicating with Students</b>	<b>Below Basic</b>  requires growth and practice in this area  <b>0 pts.</b>	<b>Basic</b>  needs assistance in this area  <b>1 pt.</b>	<b>Above Basic</b>  needs only modest assistance  <b>1.5 pts.</b>	<b>Approaching Proficiency</b>  performing at level appropriate to practicum  <b>2 pts.</b>	<b>Total Points</b>		
	Teacher’s purpose for the lesson is clear, and connections to broader learning are clear.						
	Clearly explains directions and procedures to students.						

Explains content in a way that is appropriate to students and connects to previous knowledge and experience.					
Speaks clearly and correctly, and vocabulary is appropriate to students' ages and interests.					
<b>Component 3b: Using Questioning and Discussion Techniques</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Above Basic</b>	<b>Approaching Proficiency</b>	<b>Total Points</b>
	requires growth and practice in this area  <b>0 pts.</b>	needs assistance in this area  <b>1 pt.</b>	needs only modest assistance  <b>1.5 pts.</b>	performing at level appropriate to practicum  <b>2 pts.</b>	
Most teacher questions require higher order thinking, and adequate wait time is allowed for student responses.					
Facilitates discussion among students.					
Attempts to engage all students in the discussion.					
<b>Component 3c: Engaging Students in Learning</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Above Basic</b>	<b>Approaching Proficiency</b>	<b>Total Points</b>
	requires growth and practice in this area  <b>0 pts.</b>	needs assistance in this area  <b>1 pt.</b>	needs only modest assistance  <b>1.5 pts.</b>	performing at level appropriate to practicum  <b>2 pts.</b>	
Activities and assignments are appropriate to students and engage them in exploring content.					
Instructional grouping is appropriate to students and instructional goals.					
Materials and resources engage students in attaining instructional goals.					
Structure and pacing of activities are appropriate to students and goals.					

<b>Component 3d: Using Assessment in Instruction</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Above Basic</b>	<b>Approaching Proficiency</b>	<b>Total Points</b>
	requires growth and practice in this area <b>0 pts.</b>	needs assistance in this area <b>1 pt.</b>	needs only modest assistance <b>1.5 pts.</b>	performing at level appropriate to practicum <b>2 pts.</b>	
Assessment criteria and performance standards are understood by students.					
Monitors student progress and adjusts as needed.					
Teacher feedback to students is timely and appropriate.					
Students use assessment criteria and performance standards to assess their own work.					
<b>Component 3e: Demonstrating Flexibility and Responsiveness</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Above Basic</b>	<b>Approaching Proficiency</b>	<b>Total Points</b>
	requires growth and practice in this area <b>0 pts.</b>	needs assistance in this area <b>1 pt.</b>	needs only modest assistance <b>1.5 pts.</b>	performing at level appropriate to practicum <b>2 pts.</b>	
Makes adjustments to plan as needed with minimal disruption to lesson flow.					
Responds appropriately to students' questions and interests.					
Seeks strategies for working successfully with students who are having difficulty learning content.					
<b>Comments:</b>				<b>Domain 1</b>	
				<b>Domain 2</b>	
				<b>Domain 3</b>	
				<b>Mentor Evaluation</b>	
				<b>TOTAL POINTS</b>	